

# THE HERON HERALD



Friday, November 13, 2015 | Issue 1, Vol. #1 | Northcoast Preparatory and Performing Arts Academy

## Europe trip expands students' horizons

By Talavan Cohen  
Staff Writer

"When I thought of Europe ... I would think of, like, Paris, and pastries, and everybody running around with baguettes and berets," senior Forest Williams said. "It was very different than I thought it was going to be." Last summer, a group of students and their chaperones boarded a plane bound for London, England, beginning an eighteen day adventure through the culture and wonders of Europe. Such a scenario is not



PHOTO BY ZALIAH FINEGAN

**NPA senior Gaia DeNisi feeds a sheep at the farm in France. Students from NPA went to France to explore French culture over the summer of 2015.**

atypical for NPA, which offers several international trips a year. However, for most of these travelers, their trip would be a totally new experience. And not everyone knew

what to expect.

What the students actually found upon arriving in Europe, and during the subsequent parts of the trip, spent mostly in

London and Paris, was a jam-packed and highly stimulating atmosphere. London in particular had all the diversity of a cosmopolitan hub. "[In London] I heard, like, German, French, Spanish; all kinds of languages," Williams said. Paris left a lasting impression as well. "It was amazing," said juniors Raven Arnold and Lily Ryman on their experience in the French capital. Arnold continued, "[It was] very big, fast, everything was just constantly moving ... there was so much going on ... it's good to experience those things, especially since we live in such a small town."

Many of the specific highlights from their time in the two cities came from visiting some of the most universally known tourist attractions in the world, including but not limited to Westminster Abbey, the Tower of London, the Louvre, the Eiffel Tower, and the Cathedral of Notre Dame. Explained junior Justin Cataldo, "Those monuments that are so famous you see pictures of all the time--it was great to stand

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PHOTO COURTESY OF OREGON SHAKESPEARE FESTIVAL

**Lighting serves to underscore the emotional elements that come to bear on theatrical works. Above, lighting augments the haunting image of Agustín (upper right), played by Armando Durán, in "The Happiest Song Plays Last." Yaz (front center), played by Nancy Rodríguez, looks on.**

## Lighting design of OSF

By Amelia David  
Staff Writer

Striking a balance between expressing themselves artistically and making use of their resources is one of the larger challenges for lighting designers and electricians alike.

Oregon Shakespeare Festival (OSF) lighting designer Geoff Korf had planned on being an actor in his high school years until he broke his leg in college and was unable to perform. He then turned to the more technical aspects of theater. Today he's a lighting designer for OSF and has worked on upwards of seven shows with the company.

Korf's process starts with reading the script and understanding the general arc of the play so he can reflect that journey through his lighting design. He is also given specific parameters as to which lights he can use or where they can go. Korf says that his design process is, "Always a combination of marrying

that larger, conceptual understanding to the more technical, practical resources available to you."

A unique challenge for the lighting designers and electricians of OSF is working in a rotating repertory theater. This means that there can be as many as three shows in a theater at a time. "So we have to do some special, unusual things with the lighting system," explained Mac Vaughey, an electrician who has worked with the company for two years. Vaughey is one of OSF's three master electricians. His job is to run the day to day operations of the lighting department. "The seasons at OSF are really cyclical," Vaughey commented. "What I do on a day to day basis really kind of depends on what part of the season we're in."

Korf expressed some of his own challenges as a lighting designer working with a rotating repertory

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## 2009 NPA graduate Pilarowski pursues PhD at Johns Hopkins

By India Allen  
Staff Writer

Genay Pilarowski, a former NPA Student is studying genetics at Johns Hopkins in a PhD program.

Looking back on her days as a student at NPA, Genay Pilarowski realized how different from NPA her life in a PhD program is.

Pilarowski graduated from Northcoast Preparatory and Performing Arts Academy in 2009. She is now studying in a PhD program at Johns Hopkins University in Baltimore, Maryland.

"It's really fun to tell people about NPA that didn't grow up in Arcata and that didn't go to a small school like that," said Pilarowski. "I really like to tell people about choir and cotillion class. Everyone is just blown away with that that was actually a thing and that the whole school got together."

After her freshman year at University of California Los Angeles (UCLA), in Southern California, Pilarowski transferred to Whitman College in Walla Walla, Washington, where she continued her studies of biology, her main passion.

After becoming interested in biology at NPA, Pilarowski went on to study it in college. It wasn't until after her sophomore year at

Whitman that she realized how much she enjoyed working in a lab.

"The summer after my sophomore year I had my first internship in a lab," Pilarowski explained. "I was in a lab in San Diego at what's called the Sanford Burnham [Medical] Research Institute." This lab happened to be a genetics lab, which is how Pilarowski found her interest in the study of genetics. After her junior year, Pilarowski went on to do an internship at The Cleveland Clinic in Ohio. This time her internship was in Epigenetics.

"It was in that summer, after my junior year, that I got the idea of going to grad school," Pilarowski said, "and so I thought about it a little more, and during my senior year of college I applied to grad school."

"She was an exceptionally good student," said NPA director Michael Bazemore. "What I remember most about her is the level of energy that she would

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Pilarowski



PHOTO SUBMITTED BY GENAY PILAROWSKI

**Genay Pilarowski dives into the water at a collegiate swim meet. Pilarowski competed in swimming from a young age until she graduated from Whitman College. She is now earning her PhD in genetics at Johns Hopkins.**

### TECHNOLOGY NPA grad teaches new computer science class

This year NPA is offering a computer science class which will provide students with the opportunity to explore the basics of computer programming. NPA graduate Bohdan Banducci is giving back to the school by teaching the course. See page 3



### ENVIRONMENT Students seek to restore Janes Creek

Salmon have long been a vital part of the environment and a valuable, renewable resource. With their existence in danger, Alyssa Guerrero has headed NPA's involvement in the restoration and monitoring of Janes Creek. See page 8



### HEALTH Seniors Margolin and Finegan knit for cure

NPA seniors Isabella Margolin and Zaliah Finegan started their project "Knitting for Kawasaki" to raise funds and awareness for Kawasaki disease. Margolin started the project after her brother was diagnosed with the illness. See page 2





# The Word

What stance should the U.S. take on immigration for Syrian refugees?



Sullivan

I really think [the U.S.] should be there to help [the refugees]. We already have a lot of immigrants. With people coming from Mexico it's the same story. People call them immigrants, or refugees and they're coming from places that are torn apart. I think that the U.S.' stance should be in support of the refugees and we should be trying to help them.



Reiner

[The U.S. Government] should be doing more than they are right now. They're already providing a lot of economic help, but they should be doing more in terms of actually resettling the immigrants because that's somewhere where they're lacking.



Soil

Well, I think [The U.S. Government] should, if nothing else, at least help all the European countries because the U.S. definitely had a part in creating all the refugees so they should help find a way to [help] them find somewhere to live. But to be honest, I think that the U.S. should accept a decent bit of them [the refugees] to the U.S. because the U.S. has the capacity and money to do that and it's the ethical, good thing to do.



Soni

If we can give them shelter so it's nice. If we do that in the world we will give good impression of U.S., that U.S. is doing well for Syrian refugees. We can collect money from people. Some people will like to donate. We can collect funds for them and then we can provide food and water and everything.



Freeman

I feel that our country should accept as many refugees as possible from that conflict. I support action like that first and foremost for humanitarian reasons and that's the main reason. Second would be: I feel like we have the resources and space to be able to accommodate refugees from that zone. I think we have to look in the mirror and acknowledge our country's role in the situation in Syria—in causing the conflict that is causing this crisis.

Send your story suggestions and questions about the newspaper to [npaheronherald@gmail.com](mailto:npaheronherald@gmail.com)



PHOTO BY INDIA ALLEN

**Isabella Margolin (left) and Zaliah Finegan (right) knit items to raise funds for Kawasaki disease research and awareness. Margolin started "Knitting for Kawasaki" after her brother Louis was diagnosed with the disease.**

## Knitting for Kawasaki

By India Allen  
Staff writer

At age two, Isabella Margolin's brother, Louis, fell ill with what doctors thought was just a minor sickness, but turned out to be Kawasaki disease. This misdiagnosis could have lead to fatal consequences for Isabella's brother. Because of this experience, NPA seniors Isabella Margolin and Zaliah Finegan started their project "Knitting for Kawasaki" to raise an awareness of the disease and funds for research on what causes it.

Kawasaki disease is an inflammation of the walls of the body's main arteries, including those which

lead to the heart. "It's not a very common disease and a lot of times it goes misdiagnosed," Margolin explained, "When my brother first got [Kawasaki, the doctors] thought he just had a high fever and a diaper rash, and then a younger doctor rightfully identified it and [Louis] was sent to a different hospital because it was much more serious than they thought it was," she continued, "the main problem is that [Kawasaki is] not well represented or well known."

Last winter, Margolin and Finegan conceived the idea to knit clothing to sell. "We had been talking about it for a long

time, and we are both very creative people, so we were like 'we should make stuff. Knit or paint and sell it,' noted Finegan. Margolin added, "Finally, we decided if we were going to do it we might as well do it for a good cause."

"Izzy just started knitting a bunch of squares and we were like 'what can we do with them?' [so] we made them into fingerless gloves," Finegan explained, "which is how the project originated."

Finegan and Margolin went on to describe everything they are selling, "we have boot cuffs, we have headbands, and fingerless gloves, and then occasion-

ally we have sewn bags." The two spend two to four hours on each item they sell, and invest a great sum of money on materials.

"We spend a lot of money and time making all of it," Margolin reflected. Margolin and Finegan work countless hours and spend their own money to make their project beneficial to more than just people who have Kawasaki disease. "Not only does it support Kawasaki disease but it also supports local businesses because we buy all of our supplies locally," informed Finegan.

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## Hess brings pragmatism to math and science at NPA

By Liam Achterberg-Muñoz  
Staff Writer

After working as an Emergency Medical Technician and firefighter in North Carolina, and a skydiving instructor in New Zealand, one might think it would be an abrupt transition to teach math at a small high school in northern, pacific California. Not Adam Hess, however, NPA's new math and physics teacher.

Hess was born and raised in Huntertown, Indiana, a rural town surrounded by corn and soybean fields. He attended a parroquial elementary school up until seventh grade, which consisted of a single room classroom with one teacher and an assistant. After that he went to a public high school, not unlike Arcata High, which was more conventional and much larger. He attended and graduated from Purdue University with a degree in materials engineering.

After school, however, Hess did not just want to jump straight into a career. "I explored—I traveled abroad for around 10 months," he detailed. "I had a sort of wanderlust." He wanted to experience a multitude of various jobs so as not to dive straight into a career that was not find right for him.

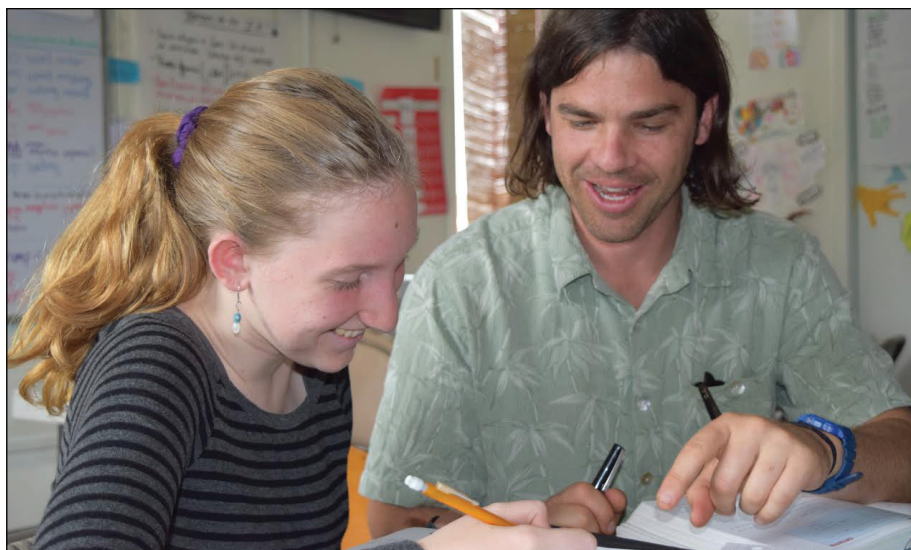


PHOTO BY ZALIAH FINEGAN

**Adam Hess (right) engages with junior Cheyenne Bailey (left) in a one-on-one session. Adam Hess' vast background benefits his students in the classroom through practical understanding and application.**

He moved to North Carolina where he undertook several such work experiences.

"I'm a person who chooses where I live, and then let the work find itself," Hess said. He began work as an ocean rescue lifeguard which allowed him to live at the beach year-round. He began to work his way up the ranks, and was eventually teaching people to become lifeguards. It was here that Hess discovered that he really enjoyed teaching.

His job as a lifeguard naturally progressed to working as an Emergency Medical Technician, or EMT. Hess drove an ambulance from accident to accident, which is something he enjoyed much less. "As an EMT I found

I was just sitting and waiting for a bad thing to happen," Hess explained, "What I liked about lifeguarding is that I could be preventative: I could look at the ocean and assess it and then notify the public of the hazards." He then became a firefighter, something he enjoyed much more.

After his time in North Carolina, Hess traveled to the West Coast where he journeyed down the coast from the northern tip of Washington to San Diego. This road trip carried him to Humboldt County where he spent a fortnight. He decided to move to Santa Cruz, but later decided it was time for a change. "After a long series of a

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## Teen Court works towards restorative justice

By Leah Selcer  
Staff Writer

Being judged by a fair and impartial jury of one's peers is a right granted by the Sixth Amendment in the U.S. Constitution. Juveniles, however, rarely get the chance to be tried by their peers. Humboldt County's Teen Court program is working to change this.

Teen Court provides an alternative to the standard juvenile justice system and is supported both by youth and adult volunteers, but the jury is made up entire-

ly of local teenagers. Each year Teen Court processes about 30 cases with the help of over 50 teen volunteers. This year eight NPA students are volunteering with Teen Court, and more are in training.

The program doesn't determine guilt or innocence and is based on restorative justice, a national movement that takes a different approach to crime in the community than the traditional system. Instead of meting out punishment, restorative justice looks at

each case so as to provide a sentence that restores the victim and the perpetrator.

"Restorative justice is something that you see in the normal judicial system as well but [it] is actually kind of a Native American principle that if somebody does something that harms another then they should meet, and they should come to some form of agreement on how the balance can be struck," said the honorable Judge Chris Wilson, who serves as the mentor judge for Teen Court. For

example, Wilson said, if someone injured the person who cuts firewood for the family, the perpetrator would take on the responsibility of supplying the family with wood. Wilson continued, "It's more a matter of what do I need to do to make the victim whole."

Wilson restarted Humboldt County's Teen Court program around 2001 after the all-volunteer organization closed due to lack of funding. Since getting state

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# Winters’ wise words

Michael Winters acts in the play “A Long Day’s Journey Into Night” at The Oregon Shakespeare Festival

By Gaia DeNisi  
Staff Writer

Harsh sunlight greeted Michael Winters as he stepped out of the dark theater following another memorable performance of “A Long Day’s Journey Into Night.” The production features Winters as James Tyrone, the father of a dysfunctional family searching for a way out of life’s incessant circularity.

Now in the latter stage of his career, this is not Winters’ first experience with the Oregon Shakespeare Festival (OSF). In fact, his professional journey in theatrics began shortly after graduating from college in 1970 with the company. After four seasons with OSF Winters began his long and winding career through several different cities before deciding it was time to return home.

“I always wanted to come back here because it was the first place I worked. And so in about 2009 I started connecting with people here,” Winters recounted. “I fell full circle back to where I started.”

Having returned home, Winters is now involved in several productions at a time, maintaining a balance between darker and lighter material. Though he enjoys all types of theatre, Winters acknowledges how fortunate he is to be working on this particular production.

“This is one of the mountains for us ... this very play because it’s just so ... American. And it’s sort of the beginning of a whole kind of play,” Winters explained. “There have been family plays before but this is much franker, you know, and much more, closer to the bone. So for actors that’s just red meat.”

Though the play poses many challenges to an actor through its severity, length, and depth, these are welcomed by true veterans of the stage. Each role in the play is a formidable task and can prove taxing for an actor.

“It’s just so—It goes so deep into all four of the people, you know—and you have to find places in yourself that aren’t pleasant,” Winters said. “But that’s a great challenge for an actor. And the scenes and the clashing [between characters] is very dramatic.

Very powerful. And we all recognize it.”

The play, written by Eugene O’Neill, is noted for its depth and authenticity. There is something about it which rings true and resonates with the American audience today. Winters partly attributes this to the autobiographical aspect of the script.

It is no secret that O’Neill based the play off of his own family, writing himself in as the dead middle child. Starting with the realities of his own life, he created a presentation of the American family at its worst which allowed it to resonate with his audience, and provide ample research for the actors involved.

Aside from its autobiographical elements, Winters credits the play’s intimacy with its style. “It’s a naturalistic play, it’s very close to the way people talk and act,” Winters said. “And there are a lot of plays that aren’t, that are a little heightened, or separated from reality.” He believes this is essential to the effect it has on the audience, “it’s pretty much the way people speak and so we feel much closer to it.”

True to the intimate focus of the play, rehearsals were highly centered around the interpersonal relationships. Director Christopher Liam Moore gave his cast the freedom to explore the play together.

“Because Chris trusted us, because all of us are sort of veterans, he left us to ourselves,” Winters explained. “He didn’t lay any heavy concept on it, we were just trying to find out what was there in terms of the human relationships.”

Given the challenge of a difficult play with a shorter than usual rehearsal time, a lot of the work was started individually beforehand. Throughout the rehearsal process, Winters said, a lot of the work was something that had to be done internally over several months. “It just stews in your brain and in your heart for a long time.”

Aside from the freedom granted by Moore, Winters is extremely grateful for the space and set which allowed them to focus on the important aspects of the play.

“We’re extremely lucky that we’re in that intimate theater,” Winters said. “We just have space and each other, and that ...



PHOTO COURTESY OF OREGON SHAKESPEARE FESTIVAL  
**Michael Winters (front) and Judith Marie-Bergan (back) are in a state of discord in “A Long Day’s Journey Into Night.” Despite their attempts to reconcile, they are unable to put the past behind them. Actors struggle with the heavy nature of the show but find it to be a fulfilling experience.**

seems very pure to us. Just working on relationships and character.”

An actor is required to do many of the things experienced in “A Long Day’s Journey Into Night” such as looking into themselves and examining how their past has made them who they are. This is part of what makes this play so important to an actor.

“It’s just great, I mean it’s one of those plays you wait to do,” Winters emphasized. “It’s like, some actors wait to do ‘Hamlet’ ... This is a play that I think all actors are dying to do.” Because in spite of how painful it is to find those places within yourself and expose them for all to see, “That’s all part of the challenge that we are hungry for.”

## NPA begins to incorporate computer science into curriculum with the help of grad Bohdan Banducci

By Isabella Margolin  
Staff Writer

Everyone has a different opinion of what constitutes an ideal high school curriculum. However most agree that in this generation, students must develop their own technological skill set. Accordingly, this year NPA is offering a computer science class which will provide students with the opportunity to explore the basics of computer programming.

NPA has always been responsive to student interests, offering an array of electives that reflect the personalities of the current student body. The computer science class is an example of how the school is striving to provide opportunities for students to delve into new subject areas. Led by Bohdan Banducci, an NPA alumnus, the course will introduce students to basic computer programing and software development.

Banducci’s interest in computer science was first sparked by a desire to design and create video games. “I was a philosophy major at the time,” he expounds, “I always liked video games and I was in college figuring out what I wanted to do, and I was like ‘all right I’m going to acknowledge the fact that I love video games.’ I decided I was going to actually do this, go into video game development and so everyone recommended you learn how to program if that’s what your goal is.” Banducci got a minor in computer science and taught classes as an assistant, later becoming involved with computer science development groups outside of school.

Much like Banducci, most of the students taking the class are also interested in video game development and design. Currently the class is working with a coding program called “Python,” wherein they learn to create programs such as one that calculates the price of pizza based on a number of variables, and one that is able to guess a random number between one and 100. Kasper Herbst, a senior in the class, remarks that, “As we progress, the programs are becoming more complex, and it seems as though Bo is helping us work towards a great un-



PHOTO BY ISABELLA MARGOLIN  
**Justin Cataldo (top) explains the intricacies of a computer program to Trey Vera (bottom). Competency in the computer sciences is becoming an increasingly useful skill set in today’s world.**

derstanding of the basics, and going a bit further of both coding and working with Python.”

Banducci describes his experience of being a teacher’s assistant as a gateway to learning the value of teaching and the rewarding feeling it provides. “When I was a T.A. I enjoyed it,” he recalls. “Most people learn differently and so it’s fun trying to figure out exactly how to teach the concepts to all the different people and see them grasp it and feeling like you succeeded.”

Between graduating college and returning to NPA, Banducci worked as a software developer for Cortina Productions, a company which makes games and educational experiences for museums. Through teaching, Banducci is able to help others pursue their interests and potential goals while furthering his own.

He believes that the inclusion of computer science in education and school curriculums is important and can yield several benefits. He explains that, “Learning computer science can get you in the habit of when it comes to any type of problem- instead of maybe just feeling overwhelmed ... if you look at it from the perspective of a computer programming problem, you break it down into pieces. You recognize that you have to understand the system before you can diagnose the problem. Those are kind

of techniques you can use, especially when you’re debugging a code. That’s sort of a technique you can apply to any problem that you’re facing.”

The critical reasoning involved in computer science not only serves to help the student, but is a necessary skill to have no matter what field you are entering. Citing personal experience, Banducci remarked, “I know that as my friends were graduating from college, it was really common to see employers looking for computer related skills in fields you might not think require it.”

Computer science isn’t just knowledge one needs to know if they are going into programming or online development anymore, it’s a necessary and marketable skill to have in any field. “I would encourage [everyone] at least check out computer science at some point because it can actually be really fun and rewarding. It’s just like building something ... it’s just like if you had wood and nails and stuff. You really get to make something tangible. In the end you’ve got this program that accomplishes some specific purpose and it’s really rewarding.” It is this tangible creation Banducci describes that not only carries out a specific purpose but broadens one’s opportunity to succeed in a world that is becoming so focused and dependent on technology.

## HESS

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convoluted number of years, [I] was again looking for a change ... so I chose to move up here,” Hess said. “[Humboldt County] is a bit of fresh territory, and a place that I knew that I liked. It’s beautiful.”

Hess began teaching as a tutor and assistant at Sunny Brae Middle School for two years, which led him to his job as a chemistry teacher at Arcata High School. His engineering degree helped him achieve this, and he uses his knowledge of the subject to teach math and physics at NPA.

Hess enjoys teaching older students over middle schoolers. “I think that high schoolers are closer to adulthood—especially the latter half—and so, I find that you can treat them like that. There’s a more respectful environment between teacher and student,” Hess stated.

Hess’ experiences have shaped his teaching style. He integrates his stories into his lessons within the classroom. “If you jump out of plane at 15,000 feet, what would your terminal velocity be?” Hess asks. This question is rooted in his previous experience as a skydiving instructor in New Zealand and is a way to engage his students with interesting material.

In his free time, Hess takes pleasure in water activities such as surfing, kayaking, and stand-up paddleboarding. He is part of an organization known as Sea Scouts which promotes youth sailing. “I do more than just plan and grade!” Hess concluded.



PHOTO BY LIAM ACHTERBERG-MUÑOZ  
**Adam Hess instructs the senior Math SL class during a lecture.**





# Abdulrahman Abdullah copes with living in America while family suffers in Yemen

By **Liam Achterberg-Muñoz**  
*Staff Writer*

Senior year at NPA is always a stressful time, but for Abdulrahman Abdullah college applications and IB exams are the least of his worries.

Abdulrahman Abdullah, or as he is known in the US, Abdul, has had to go through a long and arduous emotional and physical journey to be where he is today. Since coming to NPA as a foreign exchange student last year, Abdullah's home country, Yemen, has experienced incredible conflict and suffering.

To understand Abdullah's story, one must first understand the conflict and geopolitics of Yemen, or at least, a simplified version of them. This country is located on the Arabian Peninsula and was once divided into two parts: North and South Yemen. The Southern state was controlled by the British until its independence in 1967. The north has been independent for longer, and is therefore less westernized. After years of off and on conflict, in 1990 the two Yemens unified and elected the north's leader, Ali Abdullah Saleh, as their new president.

Saleh stayed in power until the Arab Spring in 2011 where he transferred his powers to the vice president, Abd Rabbuh Mansur Hadi. After Hadi took office, the conflict in the country escalated as a group of Shia Muslim insurgents, known as the Houthis, began to wage war in Yemen. Abdullah explained his opinion of them, "The Houthis. They are a people, I won't say they're bad—actually I would say they're bad, I kind of hate them. But there's a lot of people who love them."

The Houthis and Hadi's government have been fighting for control of the country while many Yemeni people can only watch as their country is gradually destroyed. Ab-



PHOTO BY ZALIAH FINEGAN  
**Abdulrahman Abdullah works on his history homework. Focus and determination are important for him as he concentrates on his goal of attending an American university.**

dullah's family has had to endure this pain throughout the past two years without his presence.

Abdullah arrived in the United States in September of 2014 as an exchange student through a program that provided a visa, connections with a host family, and a school. He stayed with sophomore Fiona Shaughnessy's family last year, until the school year ended. His original intentions were to stay in the US for one year and return to his family. However, Yemen's borders were closed and Abdullah could not return to his mother, father, and little brother. Instead, he was sent to a temporary refugee camp in Virginia with many other

Yemeni students that had nowhere to go.

After spending around a month on the east coast, Abdullah managed to renew his student visa and return to Humboldt County. He could not visit his family, who was still in Yemen, and about to make a treacherous journey to flee the country.

In order to escape Yemen, Abdullah's family had to find a way to cross the border to Saudi Arabia. This task proved much more difficult than one might have anticipated since no one could enter Saudi territory without a visa.

Abdullah's family decided to leave everything they owned and knew behind. The situation in Yemen had become worse, and

the violence was increasing. "One time [my family] had to leave the house. They went to the other part of the city, which was safer," Abdullah explained. "When they came back, the house was broken into by the Houthis. There were a lot of bullets all over the house, and some broken windows and doors."

The family needed to find a way to acquire a visa, but most embassies had closed their doors. The Somali embassy was the only one that remained open. Abdullah's father managed to apply for a visa to Somalia, but that was not where they intended to travel to. "What the [heck] are they going to do in Somalia," Abdullah expressed.

Instead, they used these papers to travel to Saudi Arabia, under the pretense of a temporary stay. They claimed to be traveling to Somalia via the airport in Saudi Arabia, but instead stayed in the Arabian country for "one month, through Ramadan." It was here that Abdullah's father contacted a childhood friend who worked at the Yemeni embassy in Turkey. He and his family made their way there, which is where they will remain for the time being. "They don't know how much time they are going to stay [in Turkey], or when they are going to leave," Abdullah said.

In the meantime, Abdullah is staying with sophomore Kirk Hakenen's family. He plans to apply to many American universities so he can continue to study and live in the United States, but not before visiting his family at the end of the school year. "I don't think my family will come here, because America is a really hard country to get into," Abdullah said.

Though he and his family's future is not certain for the moment, strong will and determination will guide them in the times to come.

# Riggs provides fresh perspective to enliven classes at NPA

By **Raven Arnold**  
*Staff Writer*

Lover of foreign languages and cultures Nicole Riggs has spent many years traveling the world and studying linguistics and culture developing her passion for these subjects.

Born in Switzerland, raised in Australia, Riggs' family is culturally diverse. "My mother is French and my father is Slovak," she explains. Because of her parents, Riggs had unique insight into several different cultures at a very young age.



Riggs

"I grew up in the French part of Switzerland the first twelve years of my life, and then ... my adolescence I did in Australia." At that time Riggs had been studying English in school for about two years. She described this change by saying, "I got ... kind of a

big kick by the time we moved to Australia and I was 13 and suddenly I had to speak English all the time." While this shift came as a shock to her at the time, it was an adventure she came to appreciate later on.

After completing her primary education in Australia, Riggs went on to study at the University of Sunderland in northern England. It was there that she got her masters degree in Philosophy and Linguistics with an emphasis on Buddhist philosophy. She recalled, "[Ancient Tibetan is] actually what my dissertation—my masters thesis was on... I've published two books of Tibetan translations.... Yeah, I like languages." She currently speaks four languages: French, English, Ancient Tibetan, and German. In addition, she is studying Sanskrit for personal interest, and Chinese for her work.

In 1990 Nicole came to the United States with her partner at the time, who was a New Yorker. She explained, "we met while we were both traveling, and decided to come together, you know,

for him back to the U.S. and for me to come with him." However, they did not stay permanently.

Before moving to Humboldt they spent some time living in Thailand. "I had discovered Humboldt—we, me and my ex-husband discovered Humboldt by traveling around. And then, we were living in Asia—we lived in Asia for about a year.... When I became pregnant we thought about where we should settle down to have a child, and there was a lot of options open." Riggs explained, "There was France, there was Australia, there was any part of the U.S., and we thought 'well this—this one place that we remember quite fondly and seems to be a good place to bring up a kid and that's that little corner in the north of California, so let's try that'."

After moving to Humboldt County to raise her daughter as she had planned, Nicole eventually found her way to NPA. She taught French support as an additional aid to the students' regular French classes at the NPA High School for three years. She is now teaching

French for the new NPA Middle Years Programme.

When she is not teaching, Nicole enjoys reading philosophy, translating tibetan, hiking in the redwoods, and traveling around the world. "I like to travel—travel around the world to places I don't know and meet people whose cultures are different from mine." Some of the many places she has enjoyed traveling to include Thailand, Bolivia, and Japan. She recounts some of the many things she learned about each of these cultures and about herself:

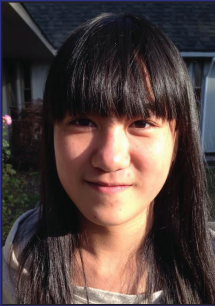
Riggs enjoyed living in northeastern Thailand because of the simplicity and kindness of the people. "They take everything with a great amount of humor, which is really remarkable because they could be sad about a situation but they're not. It's one of my very favorite places." Riggs also appreciated living in the mining areas of the heights of Bolivia as well as Japan. Of her experiences she remarks, "[These cultures] always force me to reassess what I take for granted."

# Building Bridges



Li

"I'm Vanessa, an exchange student from China. In my free time I like singing songs, watching movies, reading books or listening to music. Many of my family members do music jobs but I never had a professional training, this is my first time, so just like hobbies. I like it here, it's nice and here. I can try many new things and many new friends and learn more about American culture and I like it ... I'm in the international building in my high school in China and I have many friends who study in America ... I prefer small schools and I like NPA because in China my high school is a middle school and high school together so it's huge ... In China I live in a dorm and I get up at 6 a.m. in the morning and our classes we will always finish at 10 p.m. ... Here I have more choices on courses because I can try many new things ... for elective and art class I have more choices."



Yu

"I'm from a province called Sichuan in China. Arcata is smaller. I live in the capital of my province so it's a big city. I love the ocean. My city is an inland city. I have no chance to see the sea. I read something about American culture and the American life. I think what I read is different from the reality. I think in China there are some differences. American people love to say greetings when they meet someone but in China if you say greetings to your friends or some person you are familiar with they will feel uncomfortable because they think greetings are only suitable for some strangers. The students here get up later. In China, we finish our last class at 10pm. It's very late. So here we have more free time. I love music but I only know about traditional Chinese music which is my favorite style. I want to know more about American music so I chose vocal performance as my elective. People at NPA are very nice."



Alexandersson

"[Arcata is] actually kind of similar to my hometown both in size and in—like, in people you see and cars passing by and everything. The city's more built up with the system of one, two, three, [four], five streets and a, b, c, and those kind of streets and we don't have that in Sweden, but otherwise it's—it's kind of similar. [I like that] all the people are very welcoming and including and everything, and my host family is very—treats me very well and has been very welcoming as well. [I also like] the atmosphere in the school—like the community community feeling, I'd say. ... I'm on the cross country team so I like to run and workout. I also play the piano and I started taking singing lessons here. I'm part of a chorus named the guys chorus. So usually in my spare time when I'm not studying because of the insane amount of homework I'm playing the piano or singing or reading, I like to read too."



Soni

"In India I live in big city so many crowd is there ... and here it is quiet city, small city and school is also small but it is nice ... My favorite classes are English and history ... 150 students applied from my city and we, just three girls were selected ... we have to give many exams, interviews, and presentations then we got selected. It's not hard it's long so we had to keep patience ... I like to listen to music, play chess, read books. A tradition I will miss this year that takes place in India in October is a festival called Navratri, which means 9 nights. It will be started on 13 October. In this festival people wear traditional clothes. Girls wear Chhniyacholi and boys wear Dhoti-Kediyu. We do our traditional dance Garba, for 3-4 hours(9pm - 12 am). Basically it was started to worship goddess Ambika. I celebrate this festival every year."





# OSF’s Tala Ashe takes on roles and ideas of grandeur

By Rachel Post  
Staff Writer

Born in Iran, raised in Ohio, Tala Ashe’s love for theater began with the English teacher at her small, central Ohio high school.

Since then her love has blossomed and brought her to the Oregon Shakespeare Festival (OSF) after doing plays and television in New York. This season, her second at OSF, she plays the roles of Philoclea in *Head Over Heels* and Shar in *The Happiest Song Plays Last*.

Ashe, on her experience with “*Head Over Heels*” said, “[It] has been probably the most fun thing I’ve ever done and the most challenging and that has been a joy and will go on in my mind as a real marker for something special that I did.” The show grapples with important social interactions within the family and between the romantic pairings. Ashe attributes the grace with which those are handled to the playwright, Jeff Whitty. “I think there’s a political level that is just in Jeff,” Ashe observed about the layers of the play, “I don’t think he’s pushing an agenda necessarily, I just think that’s what he believes and that, the idea of acceptance, is really integral to the play for everyone. Of course the idea of same-sex marriage is prevalent, but that idea of: everybody should be accepted for who they are, is actually very political.”

The show opened two weeks before the Supreme Court’s ruling in favor of same-sex marriage and, at first, the flag raised in the first scene of the play as the characters and themes are introduced was that of a disco ball. Ashe explained that someone suggested they raise a rainbow flag instead to match some of the messages of the show. “So we did it,” she explained, “and that first night—I think it was the day that [The Supreme Court] passed it and it was like a three minute ovation which was so cool. So we kept the rainbow flag. It’s been really lovely and timely in a way that no one planned.”

The characters of Philoclea and Shar are very different, however, and Ashe described the differences, “‘*Head Over Heels*’ is a really satisfying journey to go on and Philoclea changes so much from the beginning to the end of the play which you hope so much every character you play does. But with ‘*Happiest Song*’ it’s a little more fraught and my character’s journey is a little cloudier. There’s less of a kind of bow tied on that play which is okay but that gives me a different feeling when I’m working on it and when I’m leaving the theater.” The subject matter in both plays is respectively political but the commonalities end there.

Shar, the Beverly Hills raised actress of Middle Eastern descent, is a character with whom Ashe feels personally connected. Shar has put the foreign part of herself in a box that she doesn’t touch until the character Elliot, the Iraqi war veteran acting opposite her, drives her to connect with the affairs of the countries she is umbilically tied to. Ashe explained an experience she had in trying to answer some questions about that part of her own life.

“I took a trip to Iran when I was a junior in college,” she began, “and I had this very grandiose, romantic notion



PHOTO COURTESY OF OREGON SHAKESPEARE FESTIVAL

**Above:** Tala Ashe (left) plays Shar and Daniel Duque-Estrada (right) plays Elliot in “*The Happiest Song Plays Last*.”  
**Below:** Miriam A. Laube (top) plays Gynecia and Tala Ashe (bottom) plays Philoclea in “*Head Over Heels*.”

that I would arrive there and I would finally fit in somewhere—I would be a face in the crowd— and, of course, I got there and people could spot me a mile away. I wouldn’t even open my mouth to speak my terrible Farsi but they would know me because I’m not from there. So that reconciliation of being that, kind of, hybrid of things... has been the journey of my life too.”

One part of the character Ashe had to research was the role of wife to a veteran. Speaking of the last scene of the play in which Elliot, her husband and father to her child, tries to put the past to rest by burying the passport of the first man he brutally killed, Ashe said, “For my character, finding out what he [Elliot] did and then deciding to help him dig for the passport and witnessing him do it is a lot of quick turns.” She had trouble in understanding Shar’s actions. “When I first saw that scene I was like, ‘Why would she do that?’ If it were me I would say, ‘Screw this guy,’ But I, also, have never been pregnant with someone’s child and I don’t know what it’s like to be ... the wife of a serviceman and the things that they have to be able to hold for their husbands and wives when they come home.” Through research and heavy contemplation, Ashe was able to begin understanding the choices and responsibilities of her character.

Ashe who respects art as an institution, is very passionate about the plays she has done and characters she has played. She mused, “I think everybody, hopefully, has some sort of art that speaks to them as a human being because I do think that art is the thing that endures wars and conflicts and all the things throughout history. The things that we hold on to are the things that are in art museums or the plays from the Greeks. Those are the things that endure. And to be part of that tradition ... feels magical.”

She has chosen theatre specifically for a reason, however. She explained, “I have felt most affected by theatre in my life ... It’s about that live experience and it’s very inherently alive because I need you as the audience and you need me to do my job and we rely on each other. It’s a symbiotic relationship.” Ashe knows theatre is something that will always be a part of her.



In discussing “*Head Over Heels*,” Ashe noted an important message to be taken away from the story. She said, “There’s a line that says, and I’m paraphrasing, ‘Don’t let fear foil the play.’ And I think that’s so profound in every aspect. For the play and also for this life of ours.” Tala Ashe believes there is brevity in confronting your fears and trying to understand who you are— something she gets to experience through her characters and her own life every day.

# Santiago brings Spanish to life

By Morgan Hartlein Allen  
Staff Writer

Lizette Santiago, a self-taught English speaker and native of Oaxaca, Mexico, teaches sixth and seventh grade Spanish at the NPA middle school. She puts an emphasis on teaching students in a fun and engaging way, using games and songs to help them better understand the language.

Santiago moved to the United States seven years ago with her three-year-old son and her husband, Michael Tierney, the current Spanish teacher at the NPA high school. Santiago taught herself English with her son by watching TV and listening to music. She uses this to motivate her students, helping them realize that learning a second language is entirely possible. Teaching students step-by-step, taking it a little bit at a time, and helping them enjoy the process is what Santiago believes to be the best way to teach Spanish.

“My point is to make it fun. I don’t want them to get frustrated or think ‘this is too hard,’” Santiago said. “I tell them, ‘if I can learn English by myself, you can.’”

Before moving to California, Santi-



PHOTO BY MORGAN HARTLEIN ALLEN

**Lizette Santiago teaches Spanish to seventh grade students at the NPA middle school. Santiago is passionate about teaching in any subject and loves sharing her knowledge with others.**

ago taught at a kindergarten in Mexico. Santiago was raised in a household of teachers. Her parents, grandparents, uncle, cousins, and brother all had careers in teaching. Having been brought up in that environment, it is something that has always come easily to her. She believes it is in her blood.

“I’ve lived my whole life around teachers, so I guess it’s easy for me,” Santiago explained. “I love being a teacher, and I love

to talk.”

Santiago was delighted when she learned that she would have the opportunity to be the Spanish instructor at the NPA middle school. She knew she did not want to teach formally, but instead wanted to spend time with students and in doing so help them to easily learn a new language.

“When Michael Bazemore told me about this project with the sixth and seventh grade I just jumped. I jumped around and

said ‘what!?’,” Santiago exclaimed. “That’s my dream, my goal, to be a teacher here.”

Santiago moved to Humboldt County three years ago with her husband so that he could get his teaching credentials at Humboldt State University. The cold and wet climate of the area was new to her, but Santiago eventually came to enjoy it.

While living in Ventura County—where she lived before moving to Humboldt—Santiago instructed an after-school dance class for kids. She began dancing to folklore music in Mexico when she was very young, and has loved it ever since. Teaching salsa or similar types of dance is something Santiago hopes to do again in the future, possibly at NPA.

“I love dance, but of course I’m Mexican so I guess I do better at salsa, merengue, and all of that,” Santiago said. “I just listen to music and I start dancing.”

Along with dancing, Santiago also enjoys cooking and baking. Being in her kitchen and making desserts such as cookies, empanadas and cupcakes is one of her favorite things to do. Helping Spanish students at the NPA high school make cookies for the holiday season will be an opportunity for Santiago to combine her love of teaching with her love of baking.

“I like to teach anything,” Santiago said. “I feel great when I can share what I know to do with somebody else.”

## Gilbert took a circuitous path from software consulting to teaching French at Northcoast Preparatory Academy

By Rachel Post  
Staff Writer

Suzanne Gilbert, originally from Indiana, fell in love with France at the age of 12. This love led her through college and jobs and finally brought her to NPA where she is teaching ninth and 10th grade French.

Gilbert’s first encounter with French culture was the story “*Les Misérables*,” written by Victor Hugo. She remembered, “It had everything in it, you know. It had the struggle for social justice and war and romance and the very touching story of Jean Valjean so I just loved it.” From then on her love for the culture expanded.

“Then French movies, French perfume, French fashion, everything about France seemed very classy so it just made me want to learn French.”

In college, Gilbert did not chose to immediately pursue French. She said, “I thought I would be more practical by getting a degree in English, which I did, but later I went and got a masters in French because I just loved it so much.” This love has stuck with Gilbert in every profession.

After teaching French for a short while, Gilbert was given an offer she couldn’t refuse. “I stopped teaching French because I got a job in France with a software company,” she explained, “and I was a consultant on this software prod-

uct so I did documentation in French ... I spent seven years in France so that’s a long time.” She also visited Montreal for a short time, where she practiced French.

Gilbert enjoys hiking with her dogs practicing creative writing when she is not teaching. She loves the experience of seeing her students learn. She mused, “They can communicate with each other in kind of a secret language other than English. I think it’s kind of fun that they can use another language to communicate.”

Gilbert’s arrival at NPA was a choice she made with NPA’s values in mind. She recounted, “I knew a parent who was a student in my class

at CR [College of the Redwoods] and she talked about the school and it sounded like a really nice school to go to. It has all my values about being open to other cultures, being very creative, and the performing arts. I like all of those.” She incorporates these qualities in her classes with the freshmen and sophomores.

Suzanne Gilbert brings to NPA her great love for the French culture, experience in French-speaking countries, and extensive education in multiple areas. When asked what her favorite French saying is, she immediately responded, “*Liberté, égalité, fraternité*, which is liberty, equality, brotherhood.”



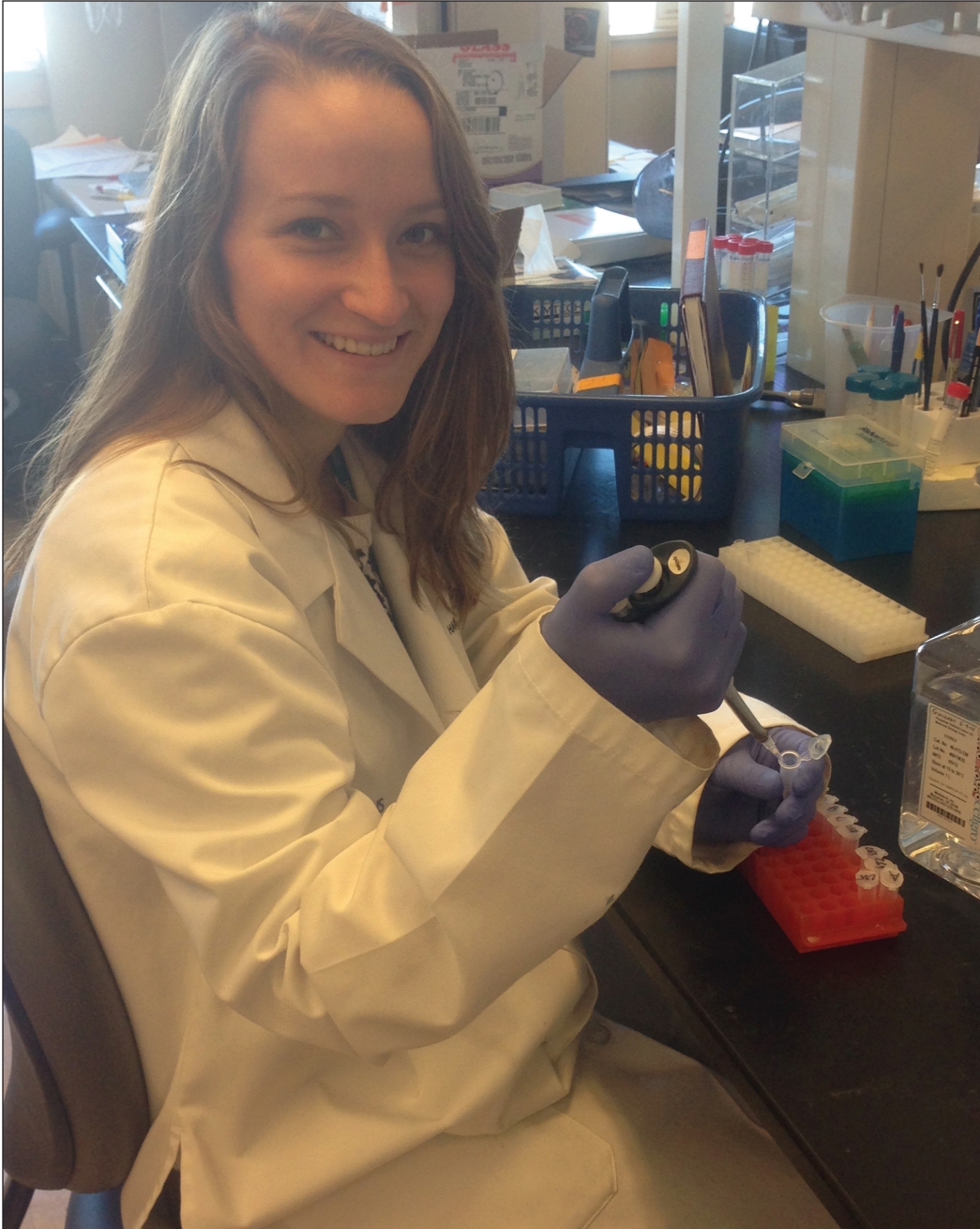


PHOTO SUBMITTED BY GENAY PILAROWSKI  
**Left: NPA graduate Genay Pilarowski works in her lab at Johns Hopkins where she is currently working on her PhD. Top right: Pilarowski competes in a swim meet at Whitman College. Bottom right: Pilarowski (second from right) and her family pose for a photo after Pilarowski's graduation from Whitman College. Now in graduate school, Pilarowski is studying genetics.**

ALUM  
from page 1

bring to her work, and her enthusiasm for whatever activities she was involved in,” Bazemore recalled.

“In addition to being an exceptional scholar, she was also a very accomplished swimmer,” Bazemore said. “Swimming is amazing,” said Pilarowski. “I swam all through growing up with Humboldt swim club ... I [swam] at Whitman for my two years there, and that was such a great experience,” she explained. “Everyone understood that academics are really important then also that swimming is also important ... it was really great to have that kind of balance.”

Pilarowski succeeded in breaking several records for women's swimming while at Whitman College. She held the record for 100 meter breaststroke for two years, and Pilarowski was under consideration several times for swimming nationals. “I was just excited to be there at a time when the entire team was really improving and I could contribute to that,” Pilarowski said.

Pilarowski's success in sports can be traced back to her time at NPA, not only in swimming, but as captain of the girls tennis team her senior year. “Her experience as captain of the tennis team prepared her to be captain of a different sport,” Bazemore said as he revealed his insights into Pilarowski's triumphs in tennis and swimming. “It's been fantastic to see her believe in herself and the dedication she brings to her work and also her ability to succeed competitively.”

Along with tennis, swimming, and academic excellence, Pilarowski played bass guitar in NPA's Jazz band with Greg Moore and held main acting roles in several NPA theater productions.

“I remember her as an actress,” Bazemore recalled, “She had a very compelling presence on stage.”

COURT  
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funding through the Boy's and Girl's Club, the program has thrived and currently has paid positions for director, Sacha Marini, and assistant director, Jahnnna Morehouse.

While funding provides for some paid positions, Teen Court still depends largely on volunteers, most of whom are high school students. Students fill all the positions traditionally found in a court room -- jury, clerk, community and client attorney and judge. Teen Court is held as often as twice a month for two-hour sessions.

“We see really smart people. It lets you know young people in the community have a lot to offer,” said Wilson. “I think I see probably some of the brightest kids come through teen court as volunteers.”

Students first get trained to participate on the jury. Serving on the jury consists of showing up at court, sitting in the jury box for one of two cases, and then deliberating to come to a unanimous decision on a beneficial and appropriate sentence. After serving on the jury a few times, volunteers

Pilarowski, speaking of her acting experience at NPA, said, “I also really, really appreciated the opportunity to be involved in theater ... That was a really important experience for me ... because I wouldn't have had it anywhere else, if Jean had not asked me to be in a play.”

Later, Pilarowski revealed that, while at Whitman College she worked as an electrician in the theatre. She said, “I think that was kind of—definitely inspired by NPA,” And now, as a grad student, Pilarowski continues to enjoy theater even though she doesn't have the time to take part in it anymore.

Pilarowski is currently working on getting her PhD in epigenetics, which is the study of changes in how DNA is packaged in the nucleus which affects which traits are expressed and not expressed.

“ [Pilarowski and others in the PhD program] work on a genetic disease called Kabuki Syndrome,” Pilarowski explained. “It's a really rare disease,” she added. “We are interested in it for a couple different reasons. Basically, the kids, it affects kids, they were born with a genetic mutation that causes the disease, so they have intellectual disability and short stature and really meek facial features, and they also have immune problems. We are interested in basically coming up with therapies to help alleviate some of those phenotypes.”

The goal of Pilarowski's work is to eventually apply what she has learned about Kabuki syndrome, and what kind of therapies can help it, to humans, instead of just the mice they work with in the lab. Pilarowski's part of the project is to look at the immune deficiency aspect of the disease.

“[People with Kabuki Syndrome] have some kind of immune deficiency, but nobody really knows what that is or which aspect of their immune system is deficient,” Pilarowski explained. “That's one of my projects; to use the mice and look in them and try and figure out what exactly is deficient in their immune system. Then [we]

can take on other roles such as clerk or student judge. While the student juge helps run the proceedings, Judge Wilson presides over the court as an adult mentor judge.

To volunteer as an attorney, an additional training is required. Acting as either the client or community attorney in a case requires hours of preparation and is a more in depth process than being on the jury. An attorney must look over the police report, write and practice opening and closing speeches, speak with their adult mentor attorney, write questions for the witness, and in the case of the client attorney, speak with the person they are representing. The client attorney looks out for the offender, while the community attorney focuses on the good of the community.

Gaia DeNisi, an NPA senior and Teen Court volunteer, explained that she started out as a juror, and eventually was trained to be an attorney. At first she thought she would prefer to be the community attorney, but later realized she wanted to represent the client.“I've only served as client attorney and I really think that it's a valuable experience,” said DeNisi. “[It's]

try to use our therapies that we already have tried, and see if those will help improve the immune phenotype as well.”

Designing all of her own labs, managing her time efficiently, keeping up communication with her boss and the other students and professors, and most importantly, keeping a good attitude when her experiments in science don't work out the way she planned are the challenges Pilarowski currently faces.

The first time she encountered some of these challenges was at NPA, when her experiments she conducted for her Extended Essay didn't work. “My extended essay was in biology and it was about testing the conditions that are used for transforming E. coli with plasmid DNA,” Pilarowski said, “I used a GFP [green fluorescent protein] plasmid in order to make the E. coli glow green.” She then said, “The most important lesson, however, which remains completely true today is that science doesn't always work.” Pilarowski ended up writing her Extended Essay on the negative results she collected, but she learned a valuable lesson about science.

Another lesson she learned at NPA was in philosophy. Pilarowski said, “Philosophy really pushed me to construct logical arguments without any gaps or illogical jumps to the next claim,” which Pilarowski believes is a very useful life skill.

Pilarowski also said that her experience with travelling and the all school meetings have helped her to be a more compassionate and understanding person. “I think that [the all school meeting skits and tableaus do] instill a kind of compassion for other people and understanding,” said Pilarowski.

“You have to realize that everyone is coming from their own thing and everyone has their own issues and their own things that you don't know about and they are dealing with,” said Pilarowski, “and I think that travelling is a really good way to really see that.”

really interesting to speak to the clients, to speak to their parents and their family, and try to understand what's at the root of the issues,” DeNisi continued.

Clients, which is the term teen court currently uses for the perpetrators, are generally first-time, low-level offenders. Typical cases include possession of marijuana or alcohol, vandalism or shoplifting. Defendants who opt to go through teen court choose to admit guilt and comply with the peer-generated sentence in place of going through probation and the standard juvenile justice system. In addition, they come out without a record.

After hearing the case, jurors enter a private room to choose sentences that can include everything from picking up a new hobby, attending therapy, drug awareness meetings, or support groups, writing letters of apology, doing community service, filling out a job application, and much more. While at the beginning of each case jurors get sheets of possible sentences, they are always welcome to come up with a sentence that is not on the sheet. After being tried, offenders are assigned up to three appropriate sentences in addition to serving the required three

In addition to Pilarowski's work with Kabuki disease research, she volunteers at a high school down the street from her lab as a tutor and mentor. Pilarowski explained that she works with a 14-year-old boy who has an unstable family life. Pilarowski provides him with tutoring and a stable adult figure. She said, “I'm at least trying to help someone who wouldn't traditionally be able to succeed in this education system hopefully succeed.”

“I just feel like I need to do something for somebody else and not just do me,” Pilarowski confessed. “I'm learning a ton from him too.” Pilarowski feels very passionately that her work with this young man is important. “I'll stay with him until he graduates high school, or until I graduate college,” she concluded.

With her experiences at NPA, college, and grad school, Pilarowski tells current NPA students, “It's really good to try things out, and in college you have a lot of opportunities to try different classes or different topics.”

Pilarowski also advised that school and college doesn't have to be done the conventional way. She thinks people shouldn't just rush into college or grad school because they think that's what has to come next.

“I went to grad school right out of undergrad, which a lot of people take some time off,” explained Pilarowski, “and I think that that does a lot of good and you can really decide on what you truly want to do and then you'll do it better when you get there.”

Pilarowski said she isn't sure what she wants to do yet. “I kind of have two options: one is to become a professor... or you could go into what's referred to as industry, which would be like working in a company like a biotech company,” Pilarowski explained.

Pilarowski loves her lab work and research, but she acknowledged that her perspective might change. Pilarowski's final words of advice were: “I would just say, be open to other options.”

times on the Teen Court jury. They must within two months of the trial.

“I really see teen court's role as being kind of that first low-level response to offenses in a series of graduated responses,” said Marini, who has been the program's director since 2010. “There's an opportunity for youth to grow and develop in a positive direction without being overly penalized with punitive measures ... Things that we consider a crime for youth might just be youthful misbehavior so [this is] a chance to work out those things, know the limits and boundaries without being heavily criminalized ... and impacted by that for the rest of their lives.”

Now one of around 80 peer courts in California, Humboldt county's teen court was one of the first in the country.“It's a matter of kids having a voice and coming in and saying “This is what we want teen court to look like,” Wilson explained. “And I want teen court to look like what kids in the community think it should look like.”

To get involved with Teen Court email [hcteencourt@bgcredwoods.org](mailto:hcteencourt@bgcredwoods.org).



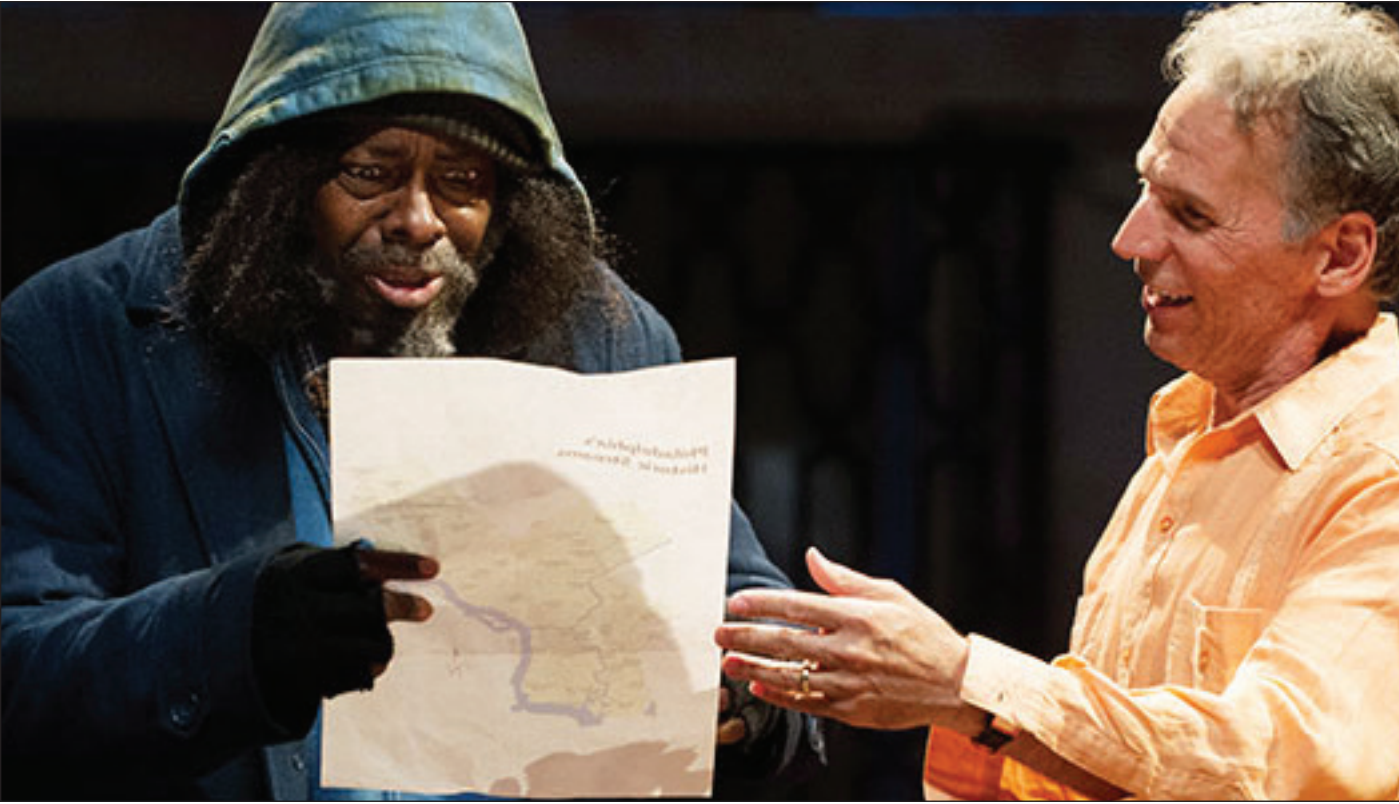


PHOTO COURTESY OF OREGON SHAKESPEARE FESTIVAL  
**Agustín (right), played by Armando Durán, gives a map of Philadelphia’s historic streams to Lefty, played by Bruce A. Young, in “The Happiest Song Plays Last.”**

LIGHTING

from page 1

system. “I didn’t actually have a lot of latitude to have radically different sets of lights for one thing and so I needed to key off some of the similarities.”

He used the example of changing scenes in “The Happiest Song Plays Last” between day time in Jordan to night time in Philadelphia. The middle color range for these two scenes was determined by the connection between the two settings.

When asked about some of his specific design choices for “The Happiest Song Plays Last” Korf remarked, “Sometimes I think in lighting design you get a sort of a gut instinctive idea or image in your head in response to reading the script or discussing a scene and I don’t really know where it comes from.”

For “The Happiest Song Play”’s Last that meant searching far and wide for a standard looking lightbulb that turned on green. He didn’t know if such a bulb even existed, but he knew he needed it to facilitate the transformation of the stage into a dream like state after the character Agustín’s death. Korf wanted the audience to know that, “[Agustín] had an energy and a life force about him that was as special as his speech and the story it tells.”

Even though Korf sometimes got these instinctual feelings of what to do, he also had deliberate reasoning for other design choices. For example the change in lighting when the character Lefty had small speeches. Korf said, “He’s a homeless guy but he’s a homeless guy who has these valuable insights. There was an idea that the sound would play underneath some of

those speeches and those two things combined made me want the space to become mature, a little more expanded.” Colored lights were used to expand the space upwards and outwards to make the audience aware that these were heightened moments in the production.

One of the key elements of “The Happiest Song Plays Last” is the representation of Puerto Rican culture. Korf wanted to take advantage of the imagery that the playwright used to describe Puerto Rico and incorporate it in his design. He often used the green to create a landscape reminiscent of Puerto Rico and the idea of a “Simpler, more basic time, when people were more connected to the land and more connected to each other.” Korf continues to meld the worlds of artistic expression and practicality through his work at OSF.

Quarles teaches with a passion for writing she’s had since childhood

By Morgan Hartlein Allen  
Staff Writer

“I think for the students at NPA, and the teachers too, there is this kind of ‘home’ sense,” Heather Quarles said. “You can be familiar with where you are, and ideally have it be a place to grow, an uninhibited place.”

Quarles is a teacher at both the NPA high school and middle school. She teaches ninth grade English along with Core—part of the main curriculum that includes subjects such as History and English—to the seventh grade students.

Before teaching full-time at NPA, Quarles taught at a school in South Sacramento. Her class was called S.D.A.I.E. or “Specially Designed Academic Instruction English.” The demographics of the school were incredibly diverse, and to Quarles it felt like the complete opposite of NPA.

“Everything was different to NPA,” Quarles recalled. “Take one thing and it was the opposite; except people are people everywhere.”

By sixth grade Quarles knew that she wanted to have a career in teaching or writing, but preferably both. She began teaching at Suzuki Summer Academy when she was 15 years old. At that time the teaching staff was made of adults and a high-school-aged teacher was unusual. Dr. Jean Heard organizes the program out of her home in Trinidad.

Now, through her connection with NPA, most of the teachers are adolescents. The academy focuses on music and arts education. Quarles first attended at the age of nine and has gone back annually ever since, primarily as an art teacher.

Quarles believes that Suzuki Summer Academy fosters the best in people. Through music, art, drama, language and other activities they are able to grow and find new ways of living. Quarles feels that it cultivates students’ personal and collaborative skills, and delivers them with a new way of living.

“It’s something that people come back to. It’s like home,” Quarles explained, “and it’s something that sustains you for the rest of the year because it’s a place where you can be yourself and just grow exponentially within two weeks.”

Quarles credits Suzuki Summer Academy and a program called Awakening at Hartwick College, which she attended, as being the foundations of her teaching. The goal of Awakening was to help incoming college freshmen step outside of their comfort zone with various challenges.

“Simple games are essentially what they were,” Quarles recalls. “They could’ve been climbing up a 50 foot tree, and you’d have to do it with a partner, blindfolded.”

In 2012, the same year that she be-

gan teaching at NPA with her creative writing elective, Quarles stopped in Iowa City on a cross-country drive from New York to California. There was a well known writer’s workshop at the University of Iowa, and it had always been Quarles’ dream to attend. Although at the time she was unable to take the workshop, Quarles was able to spend the afternoon walking around the campus of the university pretending she was a student there. While wandering the facility, Quarles met a student enrolled in the school who was able to give her the writing that his class had been working with.

“He wasn’t supposed to,” Quarles said, “which only served to enhance my daydream.”

For the remainder of Quarles’ trip home she thought about how she could further incorporate writing into her life. She decided she would apply to the University of Iowa, become a writer, and get her MFA. Quarles recently received her MA in Education from the University of California, Davis.

“That was my plan. I was writing every night and teaching creative writing here,” Quarles said. “I realized I liked teaching a lot, and I could still write at the same time.”

As an English teacher Quarles is currently able to combine the two things she had always imagined herself doing: teaching and writing.

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20 feet away from them.” No doubt there is a sense of wonder that can only be captured by doing something like standing on top of the Eiffel Tower at night, overlooking the city lights.

And yet, it was the other side to their adventure, which focused on the idyllic French countryside, from which the students derived perhaps the greatest measure of joy, fulfillment, and discovery. Spending many days in the small agricultural town of Angers and on a nearby farm allowed them to take in the world of rural France, and delivered the most immersive and culturally authentic memories of the students’ stay. “It’s really the part of the trips where we go and like ... help out on a sheep farm, which might not sound as exciting at first,” Williams said, “is really one of the best parts of the trip”.

The time at the farm was particularly special for many of the students. They helped clear thistles and clean the moat surrounding the property (a relic of the medieval castle which formerly occupied the site). Additionally, the students had plenty of time to soak up the rustic community vibes, take in the impressive natural beauty, and interact with Beverly Ott, the owner of the farm. Ott was not only willing to share her interesting worldview with the students, but was also helpful in giving them opportunities such as dining in a cave restaurant and other things that they otherwise may have missed.

Over the course of this and many other meals abroad, some students noticed a major cultural difference between America and France.

“In France, every single meal, they sit down as a family and really take the time to enjoy their meal,” Arnold said. “In the U.S. that doesn’t really happen anymore.”

Despite such differences in custom, and the language barrier, the students were able to form connections during the few days of the trip they spent with host families. According to Arnold, that time was highly significant because, “We’re all just human, and it was really cool to see that we can still just relate to people on a human level, even though their ways of life are so different.”

That more intimate scale may be what was important about the entire rural leg of the trip. As Williams put it, “There wasn’t the big tourist attraction part of it ... it was just purely their lifestyle.” That made for a unique, and especially authentic, experience.

Finally, on July first, 2015, the Europe trip participants made their way back across the Atlantic, homeward bound. When the trip was over, everybody emerged grateful, happy, and more worldly than before. “We got to see and do so much ... things that most people don’t get the opportunity to do,” Cataldo said. “There was so much to do I could’ve stayed there at least twice as long ... I’m more excited to travel more.” Arnold concurred. “It was just life-changing,” she said, reflecting on her experience, “I still kind of just can’t believe that the whole thing happened.”



PHOTO BY ZALIAH FINEGAN  
**Mia Prall feeds a sheep at the farm in France. Students from NPA went to France to explore French culture over the summer of 2015.**



PHOTO BY ISABELLA MARGOLIN  
**Isabella Margolin’s knitted items come in a variety of colors and sizes. Margolin and Zaliah Finegan have already been successful in connecting with people in the community to raise awareness about Kawasaki disease.**

KAWASAKI

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Finegan and Margolin are very adamant about the promotion and selling of their products, and they also make an effort to make them very affordable. “We try about once a month or so to go out into the community and sell stuff. Whether it’s at the co-op or arts alive.” Finegan began, “we also take special orders from people who just ask us.” Finegan and Margolin also have a website and other social media used to advertise and sell their products.

“We also try to make the prices very affordable.” Finegan said, “If you go to, let’s say Target, and look at the prices of fingerless gloves they will be like 24 dollars, and our prices are 12 to 14. So not only is it for a good cause but it is [very affordable].”

Margolin and Finegan have already been successful in connecting with people in the community to raise awareness about Kawasaki. They revealed that more than one customer had Kawasaki disease, and were able to empathise with the cause.

The fundraising aspect of their project is

also going well. “We have [870] dollars at the moment, and our goal is to get to one thousand,” explained Finegan. “We haven’t actually donated [the money] yet, we are planning on getting [1000 dollars] and then donating all of it.”

Margolin added, “There is an organization called the ‘Kawasaki Disease Foundation,’ which conducts research on the disease,” Finegan elucidated. Once the original 1000 dollars are raised, Finegan and Margolin are planning on donating all of the money to the foundation, and then they plan on continuing to raise money for donation to the foundation.

“When we originally started the project, [\$1000] was what we were aiming for,” she clarified. “And it seemed like that was a big goal,” they both said simultaneously. 130 dollars away from their goal, Finegan and Margolin are feeling pretty successful. Margolin ended with the exclamation “We are just going to see how much we get,” as they continue on their project to fund research to improve the lives of individuals with Kawasaki, and support those who have suffered from it.





# Janes Creek restoration project will resume

By James Bettis  
Staff Writer

Salmon have long been a vital part of the environment and a valuable, renewable resource. With their existence in danger, Alyssa Guerrero has headed NPA's involvement in the restoration and monitoring of Janes Creek. This local project is just one of many organizations who still believe that this rich and unique environment is something "worth fighting for."

Many organizations, such as the City of Arcata and the California Department of Fish and Wildlife, are involved in this restoration venture. It will be one of many projects to keep local environments healthy. The Lanphere Dunes, located in Humboldt County, remain the only primordial and unscathed in the general western U.S. These dunes possess numerous flora species that are typically uncommon to the area. The lack of such natural areas illustrates the magnitude of the issue at hand.

However, these projects, Janes Creek in particular, aren't simply resolved overnight. "There is no timeline for the restoration of it," Guerrero said. Dismal weather patterns, along with various scheduling conflicts, have inhibited the task's progress.

Though, as Guerrero stated, "it's happening now." Already, three new plant species



PHOTO BY ZALIAH FINEGAN  
**NPA biology teacher Alyssa Guerrero scans Janes Creek to place marker flags for invasive grass removal. Students will focus on these areas as they resume restoration efforts this school year.**

have emerged along the creek, and it's certain that more varieties of life will be found soon enough after further observation.

Some organizations that perform restoration work locally, such as Friends of the Dunes, are mainly comprised of volunteers eager to assist the wildlife in some way. With this in mind, NPA would be doing them a great service, regardless of magnitude of effect, with the restoration work. It will help even if it's just to share our data and results.

In the school year, NPA will obtain the proper equipment for collecting data. This will allow the school to check nuances of the creek such as runoff, turbidity, dissolved oxygen levels, pH, salinity, conductivity,

plant and water data, and more. These, in turn, will be promptly recorded and sent to the City of Arcata. "The goal will be to add to the [pre existing] archive," Guerrero explained.

It's also important to note that the areas to be restored aren't systematic but susceptible to alteration. "It's not a system; the world's not a system ... Things can fluctuate," Guerrero said. As such, restoration projects can require more effort and flexibility than anticipated. Any bit helps, whether it be from a small school or a state-wide organization.

These efforts will be rewarded as well. Other organizations of restoration will observe this work and participation will look good on a résumé. Additionally, it's a

fantastic way to learn science and biology firsthand; it will integrate the school, as well as present the ability to perform hard, raw science.

Plans for utilizing pertinent equipment are plotted for next spring, during which the whole school will be participating, as opposed to last year. "Last year just started it, essentially," Guerrero said.

Additionally, everyone is expected to play a part in this. "This is a community endeavor," Guerrero emphasized. Although it remains a small part of a small school's agenda, it's still part of a larger movement. There are many other organizations collaborating on this environmental issue. The same sites from last year will be used and observed; marker flags will be used to signify their respective areas.

To many, this restoration event may seem to be a mundane and simplistic project for helping the environment and wildlife. However, Guerrero made clear, "It's a way to integrate the school so we work towards a common goal ... [and] it's an opportunity to do some environmental work." Expect monitoring of Janes Creek within the year and years to follow, as "all we can do is respond to how it's responding to us."

Although this restoration project is a long-term effort, Guerrero anticipates immediate effects for the student body. "It's a chance to engage in 'real science,'" Guerrero said.

The goals are different for school and stream: for the creek, it's the restoration of salmon, a common staple for the area; for students, it's the opportunity to apply science skills, as well as build community.

In the end, the goals retain some similarity: both regard the grand scheme of things, of environment or of community environment. Guerrero made clear, "It's going to affect everything..."

# Parsons Dance Company's Zoey Anderson achieves dream



PHOTO SUBMITTED BY DENNIS JOHNSTON  
**Zoey Anderson joined Parsons Dance Company in 2015. Though it is an intense lifestyle, Anderson is passionate about her work and finds the quality of the company's world-wide performances rewarding in itself.**

By Raven Arnold  
Staff Writer

For as long as she can remember, Zoey Anderson, one of nine dancers with Parsons Dance Company, has had a passion for dance. It has driven her to receive not only a college education but also her lifelong dream of becoming a professional contemporary dancer.

Growing up in Utah, Anderson knew early on that she was meant to dance. "Honestly I think I started dance when I was in my mom's stomach," she laughed, "she jokes about that because I've always known I wanted to be a dancer. I was born to dance, I feel. It's so in me, and my ambition for it and drive is just wild, so I had to do it, and I had to accomplish my dreams and goals of moving to New York and becoming a professional dancer."

Although she had always dreamt of dancing professionally she didn't always know that she would one day aspire to be a professional contemporary dancer. Initially the main focus of her training was on classical ballet, but when she discovered contemporary at the age of twelve she fell in love. "I feel like I can really connect with it, and the movement that contemporary is, is very, I feel, athletic and explorative, and I just feel like that's a style that I really enjoy." Later, she mentioned that her feelings about it are difficult to express in words, but she finds a way to do so on stage.

Unlike some dancers, Anderson chose to continue her education after high school rather than entering straight into a company. "I believe education is super important. In high school I didn't really enjoy it, and I didn't really want to go to school. I just wanted to dance, dance, dance, and that would be my life. But my parents kind of [wanted] me to get this education and, you know, broaden ... myself, and myself as an artist... and be able to do something outside of dance as well, just to be able to be more versatile."

Anderson attended Marymount Manhattan College where she got a BEA in ballet. "Having academics and dance classes—

they, you know, went hand in hand, and each one helped the other, and I was able to learn so much and grow in all areas." She continued, "Now, becoming a dancer on this—Parsons Dance Company I feel even more prepared and ready to go on this journey, being a new dancer on the company, because of my four years in school, and my training, and academics as well." Anderson demonstrates that, contrary to the beliefs of many young dancers, pursuing a college degree as well as a professional dance career can be very doable and beneficial.

Within months of her graduation, Anderson was accepted into the Parsons Dance company. Parsons is a New York City based company and was founded in 1985 by Artistic Director David Parsons. Since its inception the company has performed in more than 383 cities, 22 countries, and five different continents. Shortly after her admittance into the company Anderson began performing on their 2015 tour, which brought her to Humboldt County.

She describes life as a company member as being very intense. "You need to be so fit and strong ... We're doing cardio, we're doing push-ups, weightlifting, pilates, all the time because you need to be strong to do [David Parsons'] work." All of this hard work results in hundreds of successful performances appreciated around the world each year.

In her closing remarks Anderson offered some words of wisdom to young dancers about learning from others while always staying positive and true to yourself :

"One piece of advice to give to my younger self would definitely be to not worry about what others think ... just be who you are, work your hardest, and don't be so concerned about everyone else.... At a younger age I think it is hard. I think we compare ourselves to others, and we kind of, you know, we beat ourselves. And so, I feel like, you know, especially being a competition dancer, if I would've just enjoyed it more in a sense of just 'who cares if I win, who cares if I lose, I'm going to do my best; and I always tried to be that way.'

# March hopes theatre will help students know themselves and the world

By Rosemary Stevens  
Staff Writer

"It's important to imagine other worlds, because ... if we don't have any utopias to strive for we end up with cynicism and we don't make any difference in the world," Morgan March, NPA's new theatre teacher, said. March believes that by practicing theatre we allow ourselves to understand worlds better than our own, and thus make a difference in life that is driven by what we experience in the theatrical realm.

March, who is originally from Sweden, now lives and has a family, here in Humboldt. He came to the United States in 2004 in order to pursue his passion for theatre more extensively. After attaining his bachelor's degree in theatre at Coventry University in England, he started a theatre

company with the purpose of educating youth in Sweden. After two years he decided he needed to improve his technique as an actor. March saw an advertisement for Dell'Arte International, the theatre school located in Blue Lake, and was immediately drawn to it.

Of his time at Coventry, March said, "Part of it was academic and part of it was practical. So it had a really good width. I learned a lot of things, everything from Indian Dance Theatre to Historical Comedia and Shakespeare and Classical Chekov, so then I learned what I liked and that's why I went to Dell'Arte because it had what I was interested in: clown and Comedia ... I went to learn those things because that's what I wanted to get better at."

By eighth grade, March knew he wanted

to become a teacher, but it wasn't until high school that he discovered his passion for theatre. March had intended to teach history before recognizing theatre's merit as an educational tool. By the time March was 18 he had visions of opening a school that was centered around teaching ecology and environmentalism through the dramatic arts.

"Well I love teaching because it's fun to see people develop and to get insights into themselves and the world around them. There are these moments when you see a person get it and that's just aaah," March mused. "I love discussing and creating knowledge with the students and making discoveries."

March wants to educate youth about many global issues, including climate change, and views theatre as an effective

way to do this. However, the focus of his sophomore drama class at NPA is predominantly on the art itself. Despite the focus on technique demanded by the curriculum, March utilizes theatre as a means for communication whenever possible.

"In one way that's what theatre does. It's creating empathy, I understand other people because I take their perspective as a character other than myself," March impressed. "Playing a roll like that, in that way, it's a part of creating people who can take responsibility for other people."

March thinks we live in a wonderful world, and we don't have to save it, but rather save our people. However if we want to create any change, we cannot fall into cynicism. March insisted, "We have to be optimistic, so I think instilling enthusiasm and cooperation, is what I'm trying to do with my theatre classes."